



# Accountability and Waiver Update

Superintendent Study Council  
September 15, 2015

# Agenda

- ESEA Waiver Renewal Process
- District Accountability in 2015-16
- Communication Plan



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# ESEA Waiver Renewal Process

# Tennessee has spent the last 3 years under a flexibility waiver.

**2011-12**

- Tennessee earned approval for its first ESEA flexibility waiver from the federal department of education, developing its own state accountability system
- Avoided having more than 75% of its schools classified as failing under No Child Left Behind
- Note that several ESEA regulations were not able to be waived

**2014-15**

- Tennessee achievement scores continue to improve – and the state prepares for the new TNReady assessment
- The state's ESEA flexibility waiver expired at the end of summer 2015
- USED issued approval for waiver renewal on July 23, 2015

# Our current accountability model includes both district and school-level elements.

## District Determinations

Districts receive **annual determination** based on **student growth** in multiple areas including:

- Achievement Tests in grades 3-8
- End-of-Course Exams in high school courses
- High School Graduation

## School Lists

- **Reward schools:**  
Top ten percent of schools based on absolute performance and value-added growth
- **Focus schools:**  
Ten percent of schools with the largest achievement gaps
- **Priority schools:**  
Bottom five percent of schools, based on absolute performance

## Public Reporting

- **School, District, and State level reporting via online report card**
- **Full transparency of:**
  - District and school progress
  - Reward, Focus, Priority status
  - Achievement data by assessment, by subgroup performance
  - Participation rates
  - Graduation rates

# Waiver Renewal Timeline

- **January through March:** We engaged a diverse group of stakeholders across the state who provided feedback at numerous stages of system development.
- **March 31:** We submitted our Renewal application, which reflected stakeholder feedback, to USED.
- **June and July:** Department leadership engaged in discussions and negotiations with USED.
- **July 23:** USED approved our application for a four-year renewal, with the exception of three provisions.
- **August 3:** We released the first Priority and Focus Improving/Exit lists per waiver.
- **Fall 2015:** Prepare for new district framework and communicate with districts.

# USED approved the vast majority of our ESEA Waiver Renewal application.

## Key changes approved:

- Recognizing the growth of students who are the furthest behind by ***acknowledging improvement from below basic to basic***
- Ensuring school districts receive ***actionable information*** about areas of ***strength and opportunity***
- Establishing ***new pathways*** for school districts ***to demonstrate progress***
- Creating ***rigorous criteria for schools to exit the state's Priority and Focus School*** list prior to the next official designation of Priority and Focus Schools
- Including ***ACT composite scores*** as a measure of postsecondary and workforce readiness

# However, USED denied three specific requests.

## Requests denied:

- (1) Delay participation of some **English language learners** (ELLs) from participating in English language arts (ELA) assessment until their third year in a U.S. school
- (2) **Double-count students** who take Algebra I in eighth grade as proficient on both the grade-level assessment and on the EOC assessment
- (3) Exclude from the calculation of the four-year adjusted-cohort graduation rate a subset of students with disabilities in **medically fragile** status



# As you recall, we used several guiding design principles in our new framework.

- We are still focused on ***growth for all students*** and ***faster growth*** for the ***lowest achieving*** students.
- Absolute **achievement alone** is ***not sufficient***. ***All students must be growing***.
- ***All growth should be recognized***. Much progress is overlooked when targets are binary.
- ***Growth is a minimum expectation***. Ideally, the ***rate of growth*** will be sufficient to place all ***students on a life trajectory that will result in postsecondary and/or career readiness***.

# Guiding Design Principles

- ***All means all.*** Meeting the needs of all students is a priority. If a district is ***failing to make progress*** with its ***lowest achieving students***, it is ***in need of improvement***.
- When students ***progress from below basic to basic***, this is a ***meaningful move in achievement*** and should be acknowledged.
- The accountability framework should have a ***stable design***, such that districts are not expected to understand and adapt to a new system every year.
- The accountability system should ***identify districts struggling*** to meet their students' needs, such that those districts may receive ***customized support*** and ***additional resources towards improvement***.

# Given these principles, our new district accountability framework...

- ...recognizes the hard work districts do to make *incremental gains* by rewarding partial credit for improving but not meeting targets.
- ...recognizes districts that *greatly* exceed their targets or expected growth/performance.
- ...will work for all years moving forward, with certain elements phased in as data become available.
- ...includes many pathways to Exemplary.
  - District determinations:
    - **Exemplary**, **Achieving**, **Progressing**, and **In Need of Improvement**

# Comparison of OLD vs. NEW Accountability Framework

**Begins** in 2015-16 School Year

**Ended** with 2014-15 School Year

<b><i>NEW</i></b> <b><i>District Accountability Framework</i></b>	<b><i>OLD</i></b> <b><i>District Accountability Framework</i></b>
Three pathways to demonstrate performance for both achievement and gap closure components	One main pathway to achieve based on AMO targets with some “safe harbors”
Measures growth only for the four key subgroups: Black, Hispanic, & Native American (BHN); economically disadvantaged (ED); English language learners (ELL); and students with disabilities (SWD)	Measured gap closure for all four subgroups and measured growth of the individual racial-identification groups (Black, Hispanic, Native American, Asian, Hawaiian/Pacific Islander, and White)
Acknowledges student growth from below basic <u>and</u> from below proficient to proficient	Acknowledged student growth from below proficient to proficient
The four district determinations will be: In Need of Improvement, Progressing, Achieving, and Exemplary	The four district determinations were: In Need of Improvement, In Need of Subgroup Improvement, Intermediate, and Exemplary

# Accountability System Overview

**Step 1:** Minimum performance goal

**Step 2:** Achievement status

**Step 3:** Gap closure status

**Step 4:** Final district determination

District Determination:

*In Need of Improvement*



**Achievement Status**



**Gap Closure Status**



District Determination:

*Exemplary, Achieving or Progressing*

# 2015-16 Transition

## District Accountability

- **No AMO targets will be set.** 2015-16 will establish a new baseline, and we will not compare proficiency rates to 2014-15.
- Achievement goals for districts will be measured based on **relative performance, i.e. percentile ranks.**
  - This method is similar to the percentile ranking used for schools to determine Reward status.
- **TVAAS will be generated in 2015-16** for ELA and math. Those metrics will be included as a pathway.
- Achievement and Gap Closure will be determined based on **two pathways** during the transition year, versus the **three pathways** that will be available in 2016-17 and beyond.

# Content Areas

3-5 Math	6-8 Math	HS Math	ACT Composite
3-5 RLA	6-8 RLA	HS English	Graduation Rate

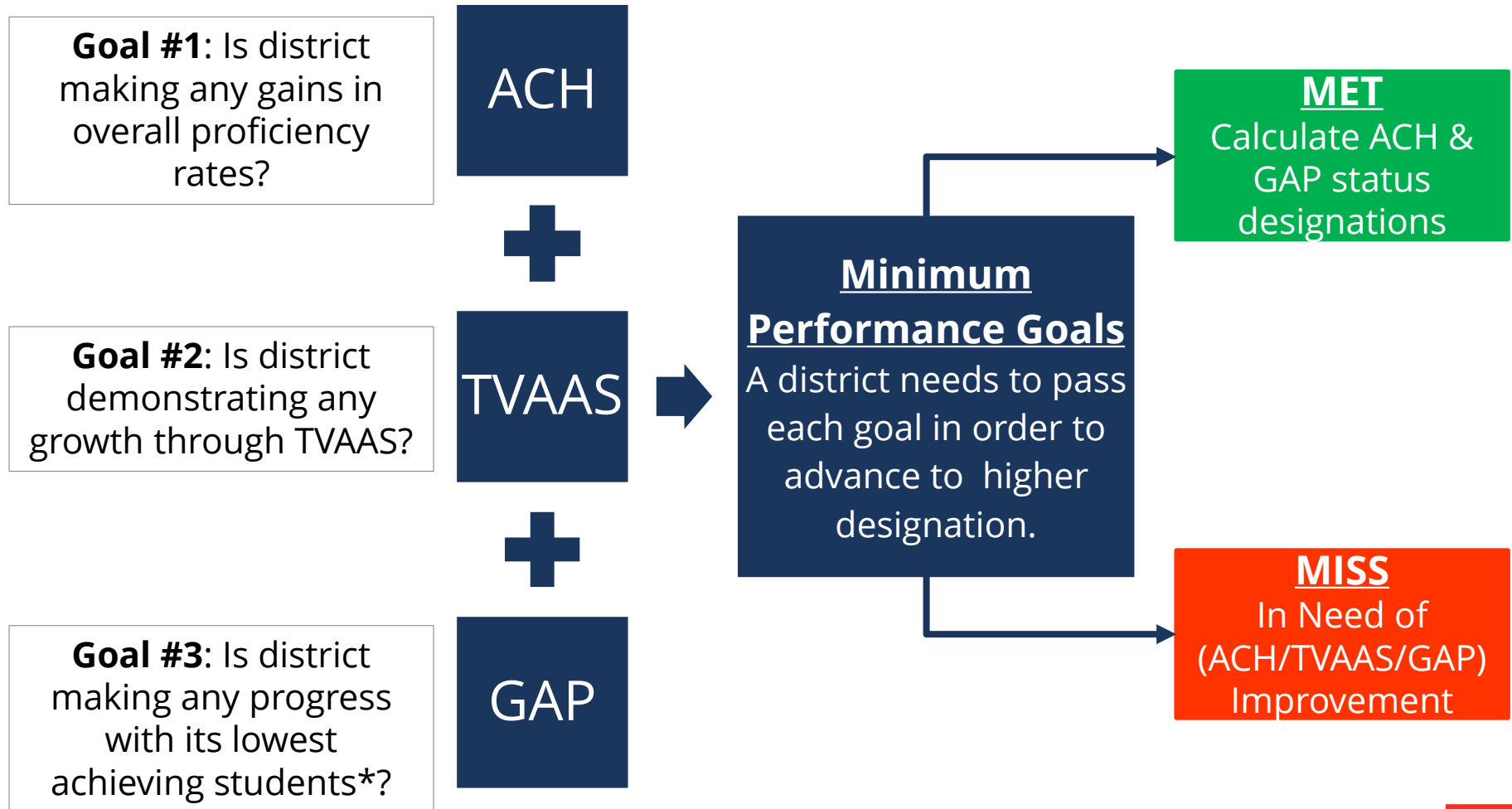
- Eliminates single grade (i.e. 3<sup>rd</sup> and 7<sup>th</sup> grade) targets
- HS Math includes all three tested subjects
- HS English includes all three tested subjects
- ACT Composite will be measured based on the same cohort as the Graduation Rate
- ACT Composite will measure percent of students scoring at or above a 21

# Student subgroups

- All students
- Black/Hispanic/Native American (BHN)
- Economically Disadvantaged (ED)
- Students with Disabilities (SWD)
- English Language Learners (ELL)
- Super subgroup (BHN+ED+SWD+ELL) – Only used for the Minimum Performance Goal. Does not double count a student in multiple groups.



# Step 1: Set Minimum Goal for Improving Achievement and Growth for All Students



*\*Super Subgroup= Black/Hispanic/Native American, Economically Disadvantaged, English Language Learners and Students with Disabilities combined*

# 2015-16 Transition

## Step 1: Minimum Performance Goal

Content Area	Achievement Key Goal	TVAAS Key Goal	Gap Closure (Below Basic) Key Goal
3-5 Math	<b><math>\geq</math> 2015 Percentile Rank</b>	<b><math>\geq</math> Level 3 TVAAS</b>	<b><math>\leq</math> 2015 Percentile Rank</b>
3-5 English Language Arts			
6-8 Math			
6-8 English Language Arts			
HS Math**			
HS English Language Arts*			
ACT***			TBD
Graduation Rate		N/A	TBD
<i>Overall Goal:</i>	<b>At least 25% met</b>	<b>At least 25% met</b>	<b>At least 25% met</b>

\* High School English includes English I, English II, and English III

\*\* High School Math includes Algebra I, Geometry, and Algebra II OR Integrated Math I, II, and III

\*\*\* ACT includes average ACT composite score of same class used to calculate graduation rate, which is the prior year graduating cohort.

# Step 2: Three Pathways for Achievement Status

Content Areas Included:

3-5 Math	6-8 Math	HS Math	ACT Composite
3-5 RLA	6-8 RLA	HS English	Graduation Rate

AMO Targets

Relative Performance

TVAAS

For each applicable content area,  
a district would earn a score from 0 to 4 for each pathway, where:

0 = moving backward or staying the same

1 = progressing, but not meeting targets/expected growth

2 = meeting targets/expected growth

3 = exceeding targets/expected growth

4 = greatly exceeding targets/expected growth

# 2015-16 Transition

## Step 2: Achievement Status

Districts will earn score points ranging from 0-4 for each content area based on **all students'** performance in the following two pathways:

- **Relative Performance** – Whether the district declined, maintained, or improved their percentile rank in terms of the percentage of students proficient/advanced (compared to last year)
- **TVAAS** – The TVAAS level achieved based on the growth index

# 2015-16 Transition

## Step 2: Achievement Status

Content Areas Included:

3-5 Math	6-8 Math	HS Math	ACT Composite
3-5 RLA	6-8 RLA	HS English	Graduation Rate

Points	Definition	Relative Achievement Goal (% Proficient/Advanced)	TVAAS Goal
0	Regressing or no improvement.	<b>District rank</b> is more than 10 percentage points less than prior year based on %PA	Level 1
1	Improvement, but not meeting growth expectation or performance goal.	<b>District rank</b> is less than prior year but not by more than 10 percentage points based on %PA	Level 2
2	Meeting growth expectation or performance goal.	<b>District rank</b> is the same as prior year based on %PA	Level 3
3	Exceeding growth expectation or performance goal.	<b>District rank</b> is greater than prior year but less than 10 percentage points greater based on %PA	Level 4
4	Greatly exceeding growth expectation or performance goal.	<b>District rank</b> is at least 10 percentage points greater than prior year based on %PA	Level 5

# 2015-16 Transition

## Step 2: Example Achievement Status Heat Map

Content Area	Relative Achievement	TVAAS	Best Score
3-5 Math	3	0	3
3-5 English Language Arts	1	0	1
6-8 Math	1	1	1
6-8 English Language Arts	1	2	2
HS Math	0	4	4
HS English Language Arts	4	2	4
Graduation Rate	0	N/A	0
ACT	1	4	4
District Achievement Status		2.38	

# Step 2: Achievement Status

The Achievement status is determined by averaging the best score a district receives in each applicable content area. Below are the ranges for each status.

Average Performance Range	Status Determination	Description of District's Performance
> 0.00 and < 2.00	<b>Progressing</b>	District is improving in many areas (but falling short of its targets) and meeting targets in some areas.
$\geq 2.00$ and < 3.00	<b>Achieving</b>	District is meeting its targets in many areas and exceeding targets in some areas.
$\geq 3.00$	<b>Exemplary</b>	District is exceeding targets in many areas and greatly exceeding targets in some areas.

# Step 3: Three Pathways for Gap Closure Status

Same Subject/Grade Spans as Achievement Status:

3-5 Math	6-8 Math	HS Math	ACT Composite
3-5 RLA	6-8 RLA	HS English	Graduation Rate

For each of the four main accountability subgroups:

BHN	ED	ELL	SWD
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AMO Targets

Reduction in  
Below Basic

TVAAS

Similar to achievement status,  
a district would earn a score from 0 to 4 for each pathway, for each subgroup where:

0 = moving backward or staying the same

1 = progressing, but not meeting targets/expected growth

2 = meeting targets/expected growth

3 = exceeding targets/expected growth

4 = greatly exceeding targets/expected growth



# 2015-16 Transition

## Step 3: Gap Closure Status

To determine Gap Closure Status, we will evaluate the performance of students in the following four subgroups: **Black/Hispanic/Native American (BHN), Economically Disadvantaged (ED), English Language Learners (ELL), and Students with Disabilities (SWD)**.

Districts will earn score points ranging from 0-4 for each subgroup's performance in each content area for both of the following pathways:

- **Relative Performance** – Whether the district declined, maintained, or improved their percentile rank in terms of the percentage of students proficient/advanced (compared to last year)
- **TVAAS** – The subgroup TVAAS level achieved based on growth index.

# 2015-16 Transition

## Step 3: Gap Closure Status

Content Areas Included:

3-5 Math

6-8 Math

HS Math

ACT Composite

3-5 RLA

6-8 RLA

HS English

Graduation Rate

Points	Definition	Subgroup Relative Achievement Goal (% Proficient/Advanced)	Subgroup TVAAS Goal
0	Regressing or no improvement.	<b>District rank</b> is more than 10 percentage points less than prior year based on %PA	Level 1
1	Improvement, but not meeting growth expectation or performance goal.	<b>District rank</b> is less than prior year but not by more than 10 percentage points based on %PA	Level 2
2	Meeting growth expectation or performance goal.	<b>District rank</b> is the same as prior year based on %PA	Level 3
3	Exceeding growth expectation or performance goal.	<b>District rank</b> is greater than prior year but less than 10 percentage points greater based on %PA	Level 4
4	Greatly exceeding growth expectation or performance goal.	<b>District rank</b> is at least 10 percentage points greater than prior year based on %PA	Level 5

# 2015-16 Transition

## Step 3: Example Aggregate Gap Status Heat Map

<u>Best Score</u> Content Area	BHN	ED	ELL	SWD
3-5 Math	2	2	1	2
3-5 English Language Arts	0	0	0	1
6-8 Math	1	1	.	1
6-8 English Language Arts	2	2	.	2
HS Math	1	2	.	2
HS English Language Arts	3	3	.	1
Graduation Rate	0	0	.	0
ACT	TBD	TBD	TBD	TBD
Subgroup Average	<b>1.286</b>	<b>1.429</b>	<b>.500</b>	<b>1.286</b>
District Gap Closure Status				<b>1.13</b>

# Step 3: Gap Closure Status

Each subgroup's overall average is the average of the best score a district receives in each applicable content area for that subgroup. The average across these subgroups is then calculated to arrive at an overall district Gap Closure Status. The same scale is applied to determine performance level as noted below.

Average Performance Range	Status Determination	Description of District's Performance
> 0.00 and < 2.00	Progressing	District is improving in many areas (but falling short of its targets) and meeting targets in some areas.
≥ 2.00 and < 3.00	Achieving	District is meeting its targets in many areas and exceeding targets in some areas.
≥ 3.00	Exemplary	District is exceeding targets in many areas and greatly exceeding targets in some areas.

# Step 4: Final District Determination

The final step is to determine a district's final determination. To arrive at the final district determination, the average for the Achievement and Gap Closure performance is calculated and applied to the scale below, which is the same scale as used throughout.

Achievement & Gap Closure Average (Range)	District Determination	Description of District's Overall Performance
> 0.00 and < 2.00	Progressing	On average, the district is <i><b>making progress</b></i> but <i><b>not meeting expectations</b></i> .
≥ 2.00 and < 3.00	Achieving	On average, the district is <i><b>meeting but not exceeding expectations</b></i> .
≥ 3.00	Exemplary	On average, the district is <i><b>exceeding expectations</b></i> .

## Step 4: Example Final District Determination

Status	Average	Determination	Average Score	Final Determination
Achievement	2.38	ACHIEVING	1.76	PROGRESSING
Gap Closure	1.13	PROGRESSING		

On average, the district is ***making progress*** but ***not meeting expectations*** when considering both ***Achievement for all students*** and ***Gap Closure for subgroups***. Though the district is typically meeting Achievement targets, it is typically falling short of Gap Closure targets. Gap Closure should be an area of heightened focus.

# Additional Provisions

- **Every Test Taker:** We will no longer apply rule that every student enrolled in the district on the testing day is included in district and school accountability.
  - **60% Enrollment Time** – The new standard states that students enrolled for at least 60% of the year in the district will be included in the district's accountability data.
- **Economically Disadvantaged Definition:** Starting in 2015-16, only directly certified students will be included in the ED subgroup for accountability.
  - You can learn more in this memo ([here](#)) and additional clarification is provided in this FAQ document ([here](#)) from July 29 Commissioner's Update to Directors.

# Communication Timeline

**Sept. 2015:** Presentations on district accountability framework at Superintendents Study Council and Fall Assessment Meetings

**Oct. 2015:** District preview of new metrics using 2014-15 data (subgroup TVAAS, percentile ranks, new grade bands) and additional details on the framework; LEAD Conference

**Oct. – Dec. 2015:** Engage Accountability and TOSS working group as we develop business rules

**Jan. 2016:** Publish tentative district accountability business rules for district feedback (ACT Participation Rate, ACT Scores, Portfolio Reassignment Process, etc.)

**Sept. 2016:** District determinations released based on updated framework



# Resources

- **Waiver:** <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/flex-renewal/tnrenewalreq2015.pdf>
- **TDOE Summary and USED Letters:**  
<https://tn.gov/education/article/esea-waiver>
- **E-mail** [TNed.accountability@tn.gov](mailto:TNed.accountability@tn.gov) with any question or concerns!



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# Questions